

**COURSE DATA****DATA SUBJECT****Code:** 44469**Name:** Instructional psychology**Cycle:** Master's Degree**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Psychological training	ELECTIVES

COORDINATION

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SUMMARY

The "Psychology of Instruction" course aims to provide basic knowledge about critical variables and elements to consider in every educational situation, highlighting the instructional implications of the main theoretical models in educational psychology. The course focuses on the psychological perspective of learning, defining and establishing instructional proposals based on the types of content involved.

This course will foster knowledge of the legal framework and fundamental principles of Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings. At the same time, it will integrate teaching practices for the prevention and detection of sexual violence, in coordination with institutional resources and protocols established by the University of Valencia.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no prerequisites to take this subject.

COMPETENCES / LEARNING OUTCOMES

2211 - Master's Degree in Psychopedagogy

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.

DESCRIPTION OF CONTENTS

1. Foundations of Instructional Psychology. Instruction and School Learning

This unit will explore the concept of instructional psychology, as well as classical and modern instructional theories. The concepts of teaching and learning, as well as the different types of each, will also be reviewed.

2. Intrapersonal and interpersonal factors of school learning

This unit will explore the psychological and relational factors or variables that affect teaching and learning processes. Specifically, it will focus on teacher-student interaction, as well as peer interaction in the classroom, including cooperative learning.

Motivational aspects of learning will also be addressed, including types of motivation, causal attributions, and other psychological aspects such as self-regulation and self-efficacy.



3. The figure of the teacher as a subject of instruction

Research paradigms on the role of the teacher from the perspective of instructional psychology. Teacher thought processes, decision-making processes, and teachers' implicit theories about the teaching/learning process.

4. Typology of knowledge and teaching content: characterization and specific instructional techniques

This unit will address various aspects of learning, such as cognitive development, memory, and mental representations. The types of knowledge (procedural, declarative, and attitudinal) will also be discussed. The main instructional techniques that teachers can use in their teaching practice will be discussed, as well as the main uses and benefits of each technique. Guidelines for creating instructional designs will also be offered.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	21,00
Seminar	4,00
Classroom practices	8,00
Total hours	33,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	35,00
Preparation of lessons	7,50
Preparation for assessment activities	0,00
Resolution of case studies	5,00
Total hours	67,50

TEACHING METHODOLOGY

The methodology used will be active and participatory. It will be based on real-life situations and problems in an academic context, with the basic objective of facilitating meaningful learning.

Various instructional methods will be used in the development of the course, including interactive lectures, analysis and discussion of psychoeducational research articles, and practical activities.

Feedback on the progress and results of student activities will be given special importance. This will help students better understand the quality of their work, which will lead to improved performance.



EVALUATION

The assessment procedures will include:

- a) Exam. An exam will consist of objective questions with multiple-choice and/or essay questions, which will consist of a written test. This test will count for 50% of the final grade. In addition, a minimum mastery of 50% must be achieved to pass the course. This requirement can be recovered in the second sitting.
- b) Activities. Preparatory activities developed in face-to-face and/or remote sessions. A minimum of 70% of these activities must be submitted, and they will count for 20% of the final grade. If this requirement is not met in the first sitting, the student must complete and pass an additional assessment test on the skills developed in the activities in the second sitting.
- c) Report. This includes a class presentation and a written report. This work will count for 30% of the final grade. If this requirement is not met in the first sitting, the student must submit an individual project or report similar to the one required in the first sitting in the second sitting.

If a part of the assessment is not passed in the first sitting, the grades obtained in the sections already passed may be retained for the second sitting.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Alonso, J. (1997). *Motivar para el aprendizaje. Teorías y estrategias*. Edebé.

Barca, A., González, J. A., González Cabanach, R., Escoriza, J. (1996) *Psicología de la instrucción: Vol 3. Componentes contextuales y relacionales del aprendizaje escolar*. EUB.

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Mayer, R. E. (2010). *Aprendizaje e instrucción* (2.ª ed.). Alianza Editorial.



Vidal-Abarca, E., García-Ros, R. y Pérez-González, F. (2021). Aprendizaje y desarrollo de la personalidad. Alianza Editorial.